

STONE ACADEMY

115 Randall Street
Greenville, SC 29609

GRADES K-5 Elementary School

ENROLLMENT 497 Students

PRINCIPAL Ed Holliday 864-241-3257

SUPERINTENDENT Dr. William E. Harner 864-241-3456

BOARD CHAIR Tommie E. Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
26	27	2	0	0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

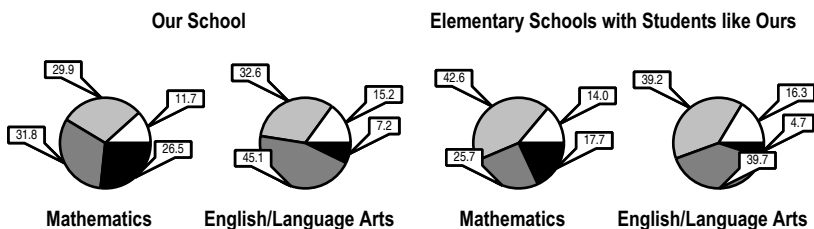
FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Good	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

 **Advanced**

Very high score; very well prepared to work at next grade level; exceeded expectations

 **Proficient**

Well prepared to work at next grade level; met expectations

 **Basic**

Met standards; minimally prepared, can go to next grade level

 **Below Basic**

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	29	80	23
Percent satisfied with learning environment	89.3%	90.0%	95.7%
Percent satisfied with social and physical environment	89.7%	83.5%	65.2%
Percent satisfied with home-school relations	96.3%	85.0%	91.3%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	281	100.0	15.2	32.6	45.1	7.2	52.3	17.6
Gender								
Male	109	100.0	25.3	30.3	40.4	4.0	44.4	17.6
Female	172	100.0	9.1	33.9	47.9	9.1	57.0	17.6
Racial/Ethnic Group								
White	198	100.0	4.3	30.9	56.4	8.5	64.9	17.6
African-American	81	100.0	43.1	36.1	18.1	2.8	20.8	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	251	100.0	11.7	34.6	46.7	7.1	53.8	17.6
Disabled	30	100.0	50.0	12.5	29.2	8.3	37.5	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	281	100.0	14.9	32.4	45.4	7.3	52.7	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	281	100.0	14.9	32.4	45.4	7.3	52.7	17.6
Socio-Economic Status								
Subsidized meals	86	100.0	46.6	34.2	19.2	N/A	19.2	17.6
Full-pay meals	195	100.0	2.6	31.7	55.6	10.1	65.6	17.6

Mathematics								
All students	281	100.0	11.7	29.9	31.8	26.5	58.3	15.5
Gender								
Male	109	100.0	19.2	26.3	26.3	28.3	54.5	15.5
Female	172	100.0	7.3	32.1	35.2	25.5	60.6	15.5
Racial/Ethnic Group								
White	198	100.0	2.1	26.1	37.8	34.0	71.8	15.5
African-American	81	100.0	36.1	41.7	15.3	6.9	22.2	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	251	100.0	8.3	31.3	33.3	27.1	60.4	15.5
Disabled	30	100.0	45.8	16.7	16.7	20.8	37.5	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	281	100.0	11.5	30.2	31.7	26.7	58.4	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	281	100.0	11.5	30.2	31.7	26.7	58.4	15.5
Socio-Economic Status								
Subsidized meals	86	100.0	38.4	39.7	16.4	5.5	21.9	15.5
Full-pay meals	195	100.0	1.1	26.5	37.6	34.9	72.5	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	79	N/A	7.6	17.7	60.8	13.9	74.7
	Grade 4	85	N/A	7.1	35.3	44.7	12.9	57.6
	Grade 5	87	N/A	17.2	31.0	47.1	4.6	51.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	92	100.0	10.5	19.8	51.2	18.6	69.8
	Grade 4	98	100.0	8.7	37.0	51.1	3.3	54.3
	Grade 5	91	100.0	26.7	40.7	32.6	N/A	32.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	79	N/A	12.7	22.8	36.7	27.8	64.6
	Grade 4	85	N/A	14.3	23.8	27.4	34.5	61.9
	Grade 5	87	N/A	19.5	40.2	14.9	25.3	40.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	92	100.0	8.1	30.2	22.1	39.5	61.6
	Grade 4	98	100.0	9.8	29.3	40.2	20.7	60.9
	Grade 5	91	100.0	17.4	30.2	32.6	19.8	52.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 497)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	2.5%	Up from 1.7%	1.9%	2.4%
Attendance rate	97.0%	Up from 96.9%	96.4%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	50.2%	Up from 44.2%	25.6%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	5.5%	Up from 4.1%	6.7%	8.0%
Older than usual for grade	0.2%	N/A	0.5%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 31)				
Teachers with advanced degrees	48.4%	Up from 39.4%	53.6%	50.0%
Continuing contract teachers	93.5%	Down from 93.9%	86.7%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	92.2%	Up from 91.6%	88.4%	86.2%
Teacher attendance rate	98.2%	Up from 98.0%	96.0%	95.3%
Average teacher salary	\$40,835	Up 3.9%	\$41,537	\$39,909
Prof. development days/teacher	5.0 days	Down from 13.0 days	10.2 days	11.4 days

School				
Principal's years at school	10.0	Up from 9.0	4.0	4.0
Student-teacher ratio	21.2 to 1	Up from 20.5 to 1	20.4 to 1	18.9 to 1
Prime instructional time	94.5%	Up from 94.4%	91.1%	89.7%
Dollars spent per pupil*	\$6,107	Up 3.3%	\$5,341	\$5,892
Percent spent on teacher salaries*	62.6%	Down from 66.3%	68.7%	66.6%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	96.3%	Up from 93.2%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Stone Academy is an inner-city arts magnet school of 503 students that serves an assigned downtown neighborhood and students from across the district who apply. Approximately 33% of students qualify for free/reduced price lunch, 44% are magnet students and 51% of students in grades 3 - 5 qualify for challenge. The diversity of the Stone population mirrors the population of the School District of Greenville County. Recognizing this diversity, each grade level developed plans for differentiating instruction in math. Grades 3 - 5 did daily problem solving from the "Sensational Sixes" or "Fantastic Fives" programs. Three teachers and the principal heard a presentation by Carol Ann Tomlinson at the ASCD conference, 3 teachers heard Ruby Payne discuss working with students from poverty, and the entire faculty heard Larry Bell talk about motivating at-risk students.

Stone Academy continued its status as an ABC Advancement Site, implementing an arts integrated curriculum, and hosting an artists-in-residence for each grade level. A winter showcase was held at Greenville High and a school-wide production was held at McAlister Auditorium to showcase student talent.

Writing remained a school-wide focus with each grade level publishing student books of poetry or essays and art. Student writing or artwork was published on The Greenville News "Kids Page" 7 times and awarded honorable mention 17 times. A student was selected as a top ten and a second as a finalist in Celebrate Poets Speak Out 2002. Ten students were published in Anthology of Poetry and 16 were published in A Celebration of Young Poets.

We were visited by the SACS (Southern Association of Colleges and Schools) committee who reviewed our plan for school improvement. They had many commendations and few recommendations for improvement. Most of the recommendations were for expanded outdoor play areas and increased funding for instruction. We were recognized by the State Department with the Red Carpet Award for demonstrating a family-friendly environment.

Each teacher updated his website. Every class completed a technology-integrated project and participated in weekly sessions in the computer lab.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.